2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Everman Independent School District	220904	Johnson 6thGrCtr 220904042 Baxter JH 220904041	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
756001394	11	TX-26	068384999

Mailing address	City	State	ZIP Code
608 Townley	Everman	TX	76140

Primary Contact

First name	M.I.	Last name	Title
Cathy		Sewell	Asst. Superintendent

Telephone #	Email address	FAX #
(817)568-3500	csewell@eisd.org	(817)568-3508

Secondary Contact

First name	M.I.	Last name	Title
Jerilyn		Pfeifer	Superintendent

Telephone #	Email address	FAX #
(817)568-3500	jpfeifer@eisd.org	(817)568-3508

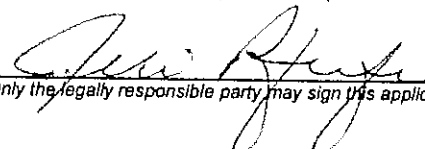#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jerilyn		Pfeifer	Superintendent

Telephone #	Email address	FAX #
(817)568-3500	jpfeifer@eisd.org	(817)568-3508

Signature (blue ink preferred)   Date signed 4-17-14

Only the legally responsible party may sign this application.

701-14-107-058

Schedule #1—General Information (cont.)

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Everman Independent School District (EISD) is located in the growing Dallas/Fort Worth corridor. EISD serves 5056 students in 9 campuses from the city of Everman and portions of Fort Worth, Forest Hill, and Burleson. EISD proposes to implement a 1:1 computing initiative at 6th Grade Center and Charles Baxter Junior High. Student access to an iPad Mini with Internet access will enable students in grades 6 through 8 to access digital resources including textbook content, electronic instructional applications and resources, and test preparation programs at school and at home. The proposed Technology Lending Program focuses on the attainment of four goals to transform teaching and learning and improve academic achievement: (1) loan personal technology with Internet access to economically disadvantaged youths to access electronic learning resources at school and home; (2) redesign classroom curriculum to include use of digital textbooks and electronic instructional resources; (3) conduct professional development in technology use, applications, and resources for all participants; and (4) create a Technology Lending Policy for participating campuses to guide student checkout and teacher sharing of personal devices. The proposed lending program will expand a successful high school lending program to our intermediate and junior high school campuses to provide state-of-the-art technology tools to our most in need learners. Offering technology enhanced learning will increase student achievement, the number of learners passing ELA and Social Studies sections of STAAR, and the number of students promoted to the next grade level. Budget Development: The District Improvement Committee (DIC) meets four times each year to review needs and school organization and to set goals for school improvement. The committee creates a District Improvement Plan (DIP) to specify curriculum, patterns in staffing, and professional development necessary to meet each goal. A budget is then developed based on the plan. The team which consists of individuals who directly reflect the subpopulations and diversity of the community including professional staff, parents of students, and community and business partners met in the spring of 2014 to create the Technology Lending Program (TLP) goals and objectives. The District Improvement Plan was used as a framework to create four TLP goals. The committee referred to the District Improvement Plan and the EISD Technology Plan to create objectives, critical success factors, milestones, and action steps to meet each goal. A budget for each goal was then created to implement the program plan. Demographics: EISD serves a diverse student population. Student groups with the highest enrollment rates include African American (42.7%), Hispanic (48.9%), and White (5.8%). The most recent Texas Education Agency reports show 86.6% of the student population is considered economically disadvantaged, 23.3% are English Language Learners, and 63.3% are at-risk of graduating from high school. Needs Assessment Process: EISD works with Education Service Center Region 11 to guide the district in conducting district and campus snapshots as part of a comprehensive needs assessment. Data from the needs assessment and information from a review of current school and classroom practices is used to develop the District Improvement Plan (DIP). The 2013-14 DIP indicates only 69% of students in the district met proficiency standards on the STAAR assessment in all subjects tested. Passing rates were lowest on Writing (58%) and Social Studies (63%) sections of the test. Grade levels 6-8 reported the lowest scores in these foundational content areas. The campuses that serve these students are Johnson 6th Grade Center School (Grade 6) and Charles Baxter Junior High (grade 7-8). There is a need to improve academic achievement in the content areas of ELA Writing and Social Studies as measured by student classroom grades and scores on the ELA and Social Studies section of the STAAR assessment. Grant Management: The grant will be directed by the Technology Lending Leadership Team consisting of the Assistant Superintendent for Curriculum and Instruction, Special Programs Coordinator, EISD Technology Coordinator, Director of Professional Development, campus principals, students and parents. Grant documents, activities timelines and schedules will be created. The calendar will include hardware and software purchasing and professional development (including workshops, coaching, and team-teaching) and data collection dates. At the campus level, the Campus Improvement Committee (CIC) will monitor technology use and integration. Concerns and solutions will be sent to the District Improvement Committee (DIC). At quarterly meetings, the district level committee will review the calendar to monitor project management and review campus based concerns to monitor implementation activities. The DIC will review campus feedback and adjust district level goals, milestones, and timelines as needed. Program Evaluation: The evaluation will be used to determine the effectiveness of grant management such as meeting goals for the number of devices loaned, Internet access granted, and policies and procedures established. The evaluation will also measure the effect of the grant program on teaching and learning including teacher STaR scores and student STAAR scores. Grant data will be collected by the Assistant Superintendent for Curriculum and Instruction. Evaluation will be conducted by the DIC based on meeting performance indicators and milestones for each Technology Lending Program (TLP) critical success factor. Three evaluation reports and one final evaluation report will be submitted to TEA during the project period. Statutory Requirements:The EISD application completely and accurately answers all statutory

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

requirements including: (1) EISD was awarded a TLP grant in 2012 to implement a lending program at the high school campus. Funds from the current application will be used to extend the successful program and lend personal technology devices to students at the intermediate and junior high campuses. (2) EISD purchased lending equipment through the Technology Lending Program and has sustained the program through Instructional Materials Allotment (IMA), High School Allotment, and local funds. The district will use coordinate funding from multiple sources to maximize learning. TLP grant funds will be used to purchase devices and Internet access to for students in grades 6-8. IMA and Title I funds will be used to purchase communication programs, filters, digital textbooks, and learning applications to ensure students can appropriately access district and Internet resources on the personal device. TEA Requirements: The EISD application answers all TEA requirements: (1) EISD's district mission states, "in partnership with parents and the community, will provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character and to achieve academic excellence and college readiness enabling them to compete in an ever-changing global community." EISD goals include improving academic achievement for a diverse student population. The mission and goals are reflected in the TLP program which provides our most at-risk learners with 21st century learning devices and Internet access to increase time in learning, engagement in lessons, and academic achievement. (2) EISD used data to prioritize campuses with the highest need for lending technologies. The District Improvement Plan data was reviewed to determine the highest priority for school improvement. The content areas of Writing and Social Studies for grade levels 6-8 were targeted by DIC goals. Administrators and educators from these content areas and campuses met to determine the availability of digital educational applications and resources available to improve achievement in targeted subjects. The team found teachers listed technology devices to access instructional resources as their first priority to meet student needs. To determine the number of students without access to a personal technology device and the number of students without Internet access at home, a survey was conducted. This information was used to create a ranked list of students who are at-risk of failing targeted subjects and are eligible to "borrow" a device. (3)The lending program aligns with current curriculum, instruction, and classroom management practices on the 6th Grade Center and junior high campuses. Each school integrates Technology Applications TEKS into all foundational subject area classes and lists technology applications that support subject area TEKS in campus scope and sequence documents. A campus teacher and district Technology Integrator support educators in using technology tools at each campus. Character matters in Everman ISD and responsible use of personal technologies is in each Campus Handbook.(4) The proposed TLP integrates electronic textbooks and applications into Social Studies and Writing curriculum in grades 6-8. (5) EISD provides training for teachers in the use of electronic instructional materials each year during in-service using district funds. During the first three months of the grant period, this training will include use of the personal devices and related software programs to ensure successful grant implementation. (6) The EISD Wide Area Network includes wireless access points in all classrooms, content filters, and dedicated servers to support students' use of TLP devices and software resources at participating campuses. (7) Internet access will be available to residences using a MiFi "hotspot" and Verizon Internet service. (8) The EISD Technology Coordinator will purchase computers, install appropriate software, and work with campuses to make each device Internet ready for the classroom and home. Technology integrators at each campus will provide troubleshooting for teachers and students at school. Verizon will provide additional support for families at home. (9) The existing check-out and check-in process that was established during the prior TLP grant which will be extended to the intermediate and jr. high campuses. The system uses the electronic library system. The librarian at each campus will oversee the process. EISD will maintain the technology lending equipment in proper working condition by purchasing a maintenance agreement, and insurance. Also, a system for repair and replacement is outlined in the *EISD Responsible Use Policy* document. (10) EISD will account for the technology lending equipment according to local TASB policy which is published on the EISD website. (11) The district has developed a *Technology Lending Agreement* to be signed by parents (or guardians) and the student. The agreement addresses responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet and incorporates the *EISD Responsible Use Policy* by reference. The *Technology Lending Agreement* includes verification that the student has demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. TLP Plan: EISD educators believe student engagement in learning has a direct impact on learner success in class work, performance on assessments, and readiness for graduation, college, and career. The EISD Technology Plan focuses on self-directed learners using lending technologies to access digital content, acquire knowledge, and develop new ideas. The proposed TLP supports the vision by providing students with devices to access electronic curriculum and instructional materials 24 hours, 7 days a week.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$46,270	$	$46,270	
Schedule #9	Supplies and Materials (6300)	6300	$	$	$	
Schedule #10	Other Operating Costs (6400)	6400	$2430	$	$2430	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$51,300	$	$51,300	
	Total direct costs:		$100,000	$	$100,000	
	Percentage% indirect costs (see note):		N/A	$	$	
	Grand total of budgeted costs (add all entries in each column):		**$100,000**	$	**$100,000**	

Administrative Cost Calculation

Enter the total grant amount requested:	$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 220904	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Contracted maintenance agreements-135 devices, $21 per device	☐	$2835
2	Verizon contracted Device Mgmt - remote usage mgmt/repair	☐	$5500
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$ 8335

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Residential Internet access	☐ Yes, this is a subgrant
	Describe topic/purpose/service: Verizon 4G includes MiFi, $281/device	

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services	$37,935
	Contractor's supplies and materials	$
	Contractor's other operating costs	$
	Contractor's capital outlay (allowable for subgrants only)	$
	Total budget:	$37,935

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 220904	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
2	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
3	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
4	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
5	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 220904	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$8335	
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$37,935	
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	
	(Sum of lines a, b, c, and d) Grand total		$46,270	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)					
County-District Number or Vendor ID: 220904			Amendment number (for amendments only):		

Expense Item Description					

	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted
63XX	☐ Print shop fees		☐ Technology-related supplies		$
	☐ Postage		☐ Other:		
	☐ Copy paper		☐ Other:		

	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1				$	$
	2				$	
	3				$	
	4				$	
	5				$	

6399	Technology software—Not capitalized	$
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$
	Grand total:	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 220904		Amendment number (for amendments only):	
	Expense Item Description	**Grant Amount Budgeted**	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	$	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	
6429	Actual losses that could have been covered by permissible insurance	$	
6490	Indemnification compensation for loss or damage	$	
6490	Advisory council/committee travel or other expenses	$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	
	Subtotal other operating costs requiring specific approval:	$	
	Remaining 6400—Other operating costs that do not require specific approval: Insurance for Lending Equipment: $18/device	$2430	
	Grand total:	**$2430**	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 220904	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2	Personal computing device	135	$ 380	$51,300	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	**$51,300**	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			5325	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	602	N/A	Attendance rate	95.5%
Hispanic	534	N/A	Annual dropout rate (Gr 9-12)	0.8%
White	86	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	8	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1104	88.3%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	135	10.8%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	127	10.2%	Average ACT score (number value, not a percentage)	N/A

Comments

Johnson 6th Grade Center and Baxter Jr. High Schools serve a diverse student population. Each school serves approximately 48% African American, 46% Hispanic, and 6% White and other races. The majority of children in our district come from low income households. These learners do not have access to educational resources that are essential to success in school. As a result, the percentages of EISD students passing STAAR in 6-8th grade is below state and district expectations. The data indicates a significant gap between scores of students with limited English proficiency and the general student population. Over 10% of students in EISD are classified as limited English proficient (LEP). 135 students at TLP participating campuses are with limited English proficient and economically disadvantaged. There is a need to provide technology tools to these students to increase engagement in school and learning. We are committed to the goal that **all** EISD students will be promoted to the next grade on time and graduate from high school with their cohort.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								418	422	409					1249
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								418	422	409					1249

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment is conducted by the EISD District Improvement Committee (DIC) each year to prioritize needs for the coming year based on the goals of the district established by the Board of Trustees. The DIC is composed of educators, parents, students, community members, and business partners with diverse perspectives, expertise, and knowledge. Analysis of STAAR scores for each campus using AEIS 2012-13 scores is shown below:

Everman ISD – Student Scores per campus on STAAR 2012-13						
		ELA	Math	Science	Social Studies	Writing
Elementary	3rd	76%	71%			
Elementary	4th	61%	68%			64%
Powell Intermediate	5th	75%	79%	77%		
6th Grade Center	6th	67%	69%			
Baxter Jr. High	7th	77%	71%			65%
	8th	78%	78%	68%	35%	
Everman High School	9th	60%	80%	81%	68%	47%
	10th	76%	78%	74%	50%	38%
	11th	100%	100%	71%	67%	31%

The chart shows Writing and Social Studies scores are most in need of improvement and students are not meeting state requirements at Everman High School. To determine priorities, the District Improvement Committee (DIC) examined graduation requirements for the Texas Foundation High School Plan. In 2015, students must pass four rigorous ELA courses and two ELA End-of-Course exams that include Writing. In addition, students must pass 4 Social Studies courses and 2 End-of-Course exams. As a result, the DIC targeted improvement of student achievement in grade levels 6-8 at the Johnson 6th Grade Center and Baxter Jr. High to ensure students are prepared to take and pass high school graduation requirements. Once the campuses and content area were identified, the team examined Writing and Social Studies scores to determine the grade level and student group to target. Scores are shown below:

GRADE LEVEL DATA: Percentage met state standard				
WRITING	**African American**	**Hispanic**	**Econ. Disadv.**	**LEP**
6th	67%	67%	65%	26%
7th	64%	65%	64%	21%
8th	74%	81%	78%	49%
SOCIAL STUDIES	**African American**	**Hispanic**	**Econ. Disadv.**	**LEP**
6th	NA	NA	NA	NA
7th	32%	34%	32%	4%
8th	NA	NA	NA	NA

There is a need to improve academic achievement for all students. However, Limited English Proficient (LEP) students score lowest in both subjects at each tested grade level.

Available Technology: In EISD, electronic instructional resources are used in English, Writing and Social Studies classrooms. Classrooms share 'Computers on Wheels' to engage students in animated lessons, tutorials, and assessments. At the intermediate school, four ELA teachers have whiteboards and one set of computers to share. At the junior high school, eight ELA teachers have whiteboards and two sets of mobile computers to share.

Internet Access: Studies indicate technology engages students in self-directed learning and improves achievement for underserved populations. A survey of conducted by the Technology Department determined 29% of EHS families do not own a computer or have Internet access at home. In grade levels 6-8, none of the 135 ESL students reported having a computer or Internet access at home. These students will be targeted for the Technology Lending Project.

In our society, it is common to use handheld devices to communicate, access the Internet and share ideas. When students enter the school buildings, these abilities are limited to the media of the campus. Everman ISD is committed to providing technology tools for underserved learners to prepare them for success in high school, college, and their chosen career.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Demographic data indicates EISD serves a diverse student population. 88.3% of EISD students are economically disadvantaged (ECD) and 10.8% are Limited English Proficient (LEP). The student population with the lowest passing rate on STAAR is LEP learners 32-46% of LEP learners met standards on STAAR ELA tests in grades 6-8 on the 2013 assessment. Only 4% met standards on Social Studies assessment the same year. There is a need to provide LEP students with 21st century technology tools to improve achievement.	The technology lending program will be implemented to loan LEP students personal, portable wireless tablets that provide access to electronic ELA and Social Studies textbooks, instructional software programs, and online educational resources for students in grades 6-8.The District Improvement Committee has targeted the implementation of school improvement initiatives in these grade levels to engage students in learning and improve academic achievement. 135 LEP learners will "borrow" iPad Mini devices to provide access to educational resources and extend learning time for targeted students.
2.	EISD uses the Instructional Materials Allotment, general funds, and 2012 TLP grant funds to purchase tech equipment, instructional materials, and related services. Computers on Wheels, interactive whiteboards, and digital projectors, computers and printers are currently being purchased by the district. Funds are not sufficient to provide 1:1 devices. There is a need to purchase personal technology devices for targeted subjects and grade levels.	Implementation of the grant will enable EISD to purchase portable iPad Mini and establish a technology lending program. The personal devices will be purchased bundled with iOS operating system and Microsoft productivity software. The school will also develop a Technology Lending Agreement to be signed by parents and students, purchase insurance, and procure a maintenance agreement to assure the equipment is maintained through its useful life.
3.	The EISD Board of Trustees has targeted the use of digital materials in the classroom to provide relevant, real-world learning for our students. The district has adopted digital textbooks in ELA and Social Studies and purchased electronic applications for writing. Also, each vertical team has identified online resources. There is a need to revise EISD curriculum and instruction to make the use of electronic devices and resources part of teaching and learning.	Implementation of the grant will provide electronic tools to integrate technology into curriculum and instruction. Vertical Teams that meet in the spring of 2014 will identify digital textbook content and components and other educational resources for each subject area. The EISD Director of Professional Development will meet with teams to integrate the use of the electronic textbook and instructional resources into curriculum documents, the scope and sequence, and district PD offerings.
4.	Each participating campus has 2 dedicated computer labs and 1 set of Computers on Wheels to provide technology access. Because teachers and students do not have 1:1 computers in the classroom, they cannot integrate digital content and learning programs into daily teaching and learning. There is a need to create a system for sharing the technology that is designed to place lending technologies in the hands of teachers and students based on targeted subject areas and achievement scores.	Implementation of the program will ensure that students have dedicated access to a personal technology device through a check-out program. Laptops on mobile computing carts "COWS" at participating campuses will be used to provide additional computers for home checkout. A systematic process for students to check out equipment, and a process for teachers to coordinate the sharing of lending equipment will be implemented based on prioritized criteria to provide equitable access.
5.	Students who check-out personal technology devices need access to the Internet at school and home. EISD has the appropriate wireless network to handle 1:1 devices. Home surveys indicate there is no Internet access available at home for 29% of students in grades 6-8. None of the 135 LEP students have access. There is a need for EISD to provide access and technical assistance to enable students to access online educational resources.	Implementation of the program will ensure students have Internet access at home. EISD will provide Internet access to LEP students in the 3 communities served by the district. Our school will work with the largest Internet Service Provider in our region, Verizon, to provide residential service and technical assistance to these homes through the use of a MiFi "hotspot" on each iPad Mini. EISD will contract with Verizon through May 2016.

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Schedule #14—Management Plan

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Asst. Superintendent is a full time certified administrator with excellent team building skills, knowledge of state law and school policy, and grant management. Experience in directing TEA grant programs based on Campus and District Improvement Committee input. Responsible for oversight of planning, implementing, and evaluating Tech Lending Program grant.
2.	Project Coordinator	Technology Coordinator is a full time administrate with experience in network administration and supervision of teams of technicians; Responsible for technology purchase, installation, and support of 1:1 devices, TISD network, and residential service.
3.	Technology Department Staff	Full time technicians with expertise and proficiency in installing, configuring and supporting a wide variety of computer, networking and operating systems technologies used in the day-to-day operations of the school. Responsible for supporting district and technical issues.
4.	Special Programs Coordinator	Full time certified educator who has excellent content knowledge, instructional coaching abilities, and technology use and integration training. Responsible for leading campus instructional leaders in instructional technology coaching/co-teaching activities and basic technology troubleshooting.
5.	Director of Professional Development	The director is a full time certified Texas administrator who will work with the vertical teams at each campus to integrate the 1:1 computing program into curriculum and instruction. The director will work with ESC 11 consultants to review and revise district policies including the responsible use policy and lending agreement to meet the needs of the campuses and district.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Identify teachers and students to receive personal wireless computing devices	1.	Identify students eligible for SSI in ELA or Social St.	10/01/2014	10/03/2014
		2.	Identify Reading teachers	10/01/2014	10/03/2014
		3.	Identify grade 6-8 teachers with technology skills	10/01/2014	10/03/2014
		4.	Create priority list of students for lending devices	10/01/2014	10/03/2014
		5.	Create priority list of teachers to co-teach, mentor	10/01/2014	10/03/2014
2.	Purchase personal devices and establish a lending agreement	1.	Purchase iPad Minis	10/01/2014	10/10/2014
		2.	Purchase insurance and maintenance agreement	10/01/2014	10/10/2014
		3.	Upload network and educational software	10/13/2014	10/17/2014
		4.	Conduct ESC training in development of policies	10/01/2014	10/10/2014
		5.	Create Technology Lending agreement	10/01/2014	10/10/2014
3.	Revise curriculum and instruction to include technology tools	1.	Conduct training on integration of digital textbook	10/06/2014	10/17/2014
		2.	Revise curriculum docs and scope and sequence	10/06/2014	10/31/2014
		3.	Revise teacher evaluations to include 1:1 tech use	10/06/2014	10/31/2014
		4.	Conduct training on using instructional programs	11/03/2014	11/28/2014
		5.	Conduct co-teaching & coaching on tech integration	12/01/2014	05/30/2016
4.	Provide access through a checkout system based on targeted needs	1.	Create prioritized sharing/lending check out	11/03/2014	11/07/2014
		2.	Develop check out policy for district	11/03/2014	11/07/2014
		3.	Barcode tablets using electronic library system	11/03/2014	11/07/2014
		4.	Train librarian in charge of device check-out	11/03/2014	11/07/2014
		5.	Checkout iPad Mini using electronic system	11/10/2014	08/31/2016
5.	Provide Internet access at school and home	1.	Carry out home survey to determine home access	10/01/2014	10/10/2014
		2.	Select Internet service provider	10/01/2014	10/10/2014
		3.	Purchase ISP plan and equipment to enable hotspot	10/13/2014	10/17/2014
		4.	Install ISP software on personal iPad Mini	10/13/2014	10/17/2014
		5.	Train parents to use device and support	10/13/2014	10/17/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the

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grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Improvement Committee establishes school improvement initiatives of the district. The Campus Improvement Committee (CIC) guides and directs school improvement initiatives at the campus level. The CIC will meet each nine weeks to oversee the implementation and evaluation of the Technology Lending Program. The campus-based team will report to the district level team each semester.

The Assistant Superintendent for Curriculum and Instruction will oversee ongoing monitoring to determine whether the goals, objectives, and performance measures established for the grant project are being met in a timely fashion. The TLP Leadership Team including the Johnson 6th Grade Center and Baxter Jr. High Principals, the Special Programs Coordinator, the EISD Technology Coordinator, and participating teachers will meet with the Assistant Superintendent each two weeks to discuss purchase of computing devices and services; creation and revisions of technology lending policies and associated guidelines; and implementation at the campus level. Results will be shared with the appropriate project and campus staff to redirect efforts and ensure the technology is in the hands of teachers and students during the first three months of the project period. By the fourth month of the project, the grant staff will focus their attention on technology use, lesson plans, and student achievement.

The Assistant Superintendent will share data and information that has been collected during the monitoring process with the Campus Improvement Committee at quarterly meetings to allow the group to make timely interventions to project processes and procedures. The administrator will submit the final Technology Lending Program evaluation to the District Improvement Team at the end of the project period. The district team will use the information to establish goals for technology lending in the district.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD is committed to using technology to improve academic achievement in ELA, Writing, and Social Studies, improve End-of-Course passing rates, and increase high school graduation rates to prepare students for college entrance and success. During the 2012-2013 school year, EISD implemented a technology based College to Career program. Planning for high school graduation. The intermediate and junior high schools believe that building a strong foundation for students to pass rigorous high school core courses is the key to graduation and college entrance. To promote a high expectation, high achievement culture at the campuses, the schools are using the Texas Data System online system consisting of demographic data from the student information system, classroom grades and test scores, and academic achievement data from DMAC to monitor student progress. In addition, the campuses use an online college and career readiness program to track indicators of college readiness including personality and interest profile results and survey data from students and families. Core content teachers use the system during team planning sessions to revise lessons and instructional sequences to meet learner needs. Title I interventionists who support student progress in reading, writing, and social studies curriculum, use the reports to provide accelerated lessons and to enroll students in tutorial sessions. By eighth grade, students are expected to monitor their own progress and to become responsible for pursuing more rigorous coursework to meet personal goals. In the spring of eighth grade, the Baxter Jr. High and Everman High School counselors work with families and use the reports to develop a graduation plan that includes college preparatory high school classes and college credit courses. Coordinated efforts: Students who have limited English proficiency need additional time to process information and be on track to graduate and enter college. The proposed technology lending project will provide students with computers and Internet access at home to extend learning time for mastering content, practicing application of skills, and using new learning to communicate and share ideas. The computer will provide educators with a resource to provide differentiated instruction based on individual needs. The use of personal computers with Internet access at home will also enable parents to participate in homework, communicate with the school, and positively support the student's achievement and graduation plans.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220904	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	STAAR/DMAC. Collect # and % of students pass ELA/Writing and Social Studies in 6-8th.	1.	Number of SSI Reading students using 1:1 technology daily in grades 6-8
		2.	Ratio of technology devices to students struggling in ELA/Writing/SS gr. 6-8
		3.	# and % TLP students proficient on ELA/Writing & Social Studies STAAR
2.	EISD Equipment Report. Collect # and % change in students with personal device	1.	Number of technology devices purchased through TLP
		2.	Ratio of technology devices to students grades 6-8
		3.	Number of targeted content areas with 1:1 technology access
3.	Eduphoria Reports. Review # and titles of curriculum, courses, and digital resources.	1.	# of restructured curriculum docs and accessible electronic resources
		2.	# and names of courses using digital content on participating campus(es)
		3.	# and titles of digital materials used within courses as part of the TLP
4.	Destiny Database Reports. Collect # and % of electronic devices checked out in TLP.	1.	# and % of students who checked out a device by grade level
		2.	# and % of teachers who leveraged 1:1 devices for classroom instruction
		3.	# and % of teachers who leveraged electronic instructional materials in TLP
5.	Verizon Contract. Determine # and % change in students with Internet access at home.	1.	# and % of eligible LEP & econ. disadv. students participating in the TLP
		2.	# and % of LEP & econ. disadv. students with Internet access in homes
		3.	# and % of all students utilizing Internet access in homes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Formative evaluation data will be reported to measure specific progress by the project participants including LEP, economically disadvantaged students, and the general student population. Three electronic systems, Destiny, DMAC, and Eduphoria will be used to collect data and determine progress toward the project's performance measures and objectives. Equitable Access for All Students-Personal Computer and Residential Access: EISD will utilize the EHS library's Destiny electronic database to establish a checkout system for the TLP project. Data from the system will be analyzed each two weeks by the TLP Leadership Team and each quarter by the District Improvement Committee (DIC) to determine progress toward providing a personal computer and dedicated access to targeted LEP, economically disadvantaged, and Special Education eligible learners. The success of the process established to coordinate the sharing and use of the lending equipment will also be analyzed using observational information from the TLP Leadership Team and participants. Care of the Equipment and Insurance: The Technology Coordinator will report information concerning the success of the Mobile Device Management software in providing remote user management and repair. The Technology Coordinator will also report on the number of insurance incidence reported during each quarterly period. The condition of the device at checkout and fines for misuse will be recorded in the library database. Use of Digital Content including Professional Development: The Assistant Superintendent for Curriculum and Instruction will use EISD Professional Development Evaluation Forms to monitor the number, nature, and frequency of professional development sessions provided to participants in technology use and integration. TEKS Resource Guide lesson plans will be reviewed and walkthroughs conducted by the campus principals to determine the integration of devices and digital content into classroom instruction. Student scores on End-of-Course (EOC) benchmarks will be reviewed by EHS principals and the TLP Leadership Team at each administration of the tests. The effectiveness of using digital content to improve academic achievement will be discussed at TLP Leadership meetings and submitted to the DIC at regular meetings. Project Management: In addition to the progress toward objectives, the effectiveness of project management must be reviewed during the grant project. The Assistant Superintendent for Curriculum and Instruction will use Destiny Library Database information, TEKS Resource Guide pacing documents, Eduphoria benchmark scores, DMAC EOC scores, and Professional Development Evaluations to monitor the effectiveness of grant implementation on participants. All formative evaluation data will be presented to the DIC at quarterly meetings to make timely revisions to the project.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2012, Everman ISD used grant funds to establish and implement a lending program. The district loaned students technology equipment necessary to access and use digital Science curriculum and learning resources. The program was piloted at the Everman Joe C Bean High School campus in science classrooms. Each 9th and 10th grade EHS student enrolled in a science course uses a tablet during class to access Cinch science curriculum and instruction. Students without computers and Internet access at home check-out a tablet to extend learning beyond the school walls. Economically disadvantaged, students with disabilities, and limited English proficient students are priorities to receive lending equipment. Academic achievement has improved since the lending program was established. In 2011, only 65% of students in 9th grade and 68% of students in 10th grade met state standards on state assessments in science. Student improvement has improved due to the use of technologies. In 2013, 81% of student in 9th grade and 74% of students in 10th grade met state standards on science assessments. We are excited about the opportunity to expand the 1:1 computing project to students in middle school grade levels. We are addressing both Writing (a subject taught in ELA classroom and tested as part of the ELA End-of-Course exam) and Social Studies achievement in the 2014 TLP initiative. The Campus Improvement Committees and Vertical Teams met together and have decided to address the needs of students struggling in Writing and Social Studies during Reading classes. Students targeted for the TLP are enrolled in an additional Reading elective due to failing to meet state standards on the ELA and Social Studies portion of STAAR in the prior grade level. 135 students enrolled in Reading classes who have no computer or Internet access at home will take the computers home on a daily basis through the established TLP Checkout System. The students who will receive the computers will be determined by a ranking system that is based on prioritized family needs including technology access (EISD Technology Survey), financial hardship (Free and Reduced Lunch eligibility), and learning needs (Special Education and limited English proficient eligibility). The Reading teacher will be responsible for integration of targeted Student Expectations (SEs) into lessons. Lessons learned from the 2012 TLP will help us purchase the appropriate hardware and instructional materials for the program. Technology Hardware: 135 iPad Minis with wireless capabilities will be purchased for students in 6th through 8th ELA classes at a cost of $380 per unit ($51,300). Each device will have a 12 month maintenance agreement contracted with the vendor at the time of purchase at a cost of $ 21 per device ($2835).Commercial insurance will be purchased at a cost of $18 per device per year ($2430). The EISD Technology Coordinator increased use of wireless iPad Minis is compatible with the technology infrastructure in place at the intermediate and junior high school campuses. Each room has wireless ports that were updated in 2013. Educational Materials-Grade levels 6-8 in EISD have adopted a digital textbook for English Language Arts and Reading classes. Reading teachers attended ESC Region 11 training at the time of the adoption, as well as, grade level training conducted by the textbook company. The curriculum includes components that will be accessible from the lending devices to extend learning beyond the hours spent in class: (a) Interactive materials such as animated tools and virtual learning activities; (b) Personal accounts enabling students to manage their assignments with online teacher supervision; (c) Personalized calendars allowing students to learn at their own pace and parents to help supervise homework; (d) Tutorials provideing re-teaching of instruction for students who miss school or need the concept explained; (e) Differentiated instruction activities provide simulated instructional lessons and interactive games; and (f) Benchmarks and practice tests –online assessments and reports to monitor student progress and achievement. Educational software programs and materials targeted by Reading, ELA, and Social Studies teachers for the program are housed on district servers and the Internet. 12 Reading classes will utilize the personal computers during each instructional period of the day. Internet Access-Students will use iPad Minis with wireless capabilities to access the Internet while in their classrooms and at home. EISD will purchase Internet "plans" from Verizon through grant funds. Plans will be activated on each of the devices to provide 4GB of data for a two year period which can be canceled by the district at any time per the DIR State of Texas Mobility agreement. The cost of the access will be $281 per data plan. Students will use the Internet to access the district network and software programs, productivity tools, communication tools, and learning resources such as virtual field trips. Checkout System - A process, the *TLP Checkout System*, was established during the prior grant period. Each device will be bar-coded to become part of the campus library database. Students and their parents will receive the *EISD Personal Technology Handbook* and sign the *EISD Technology Lending Agreement* that includes acceptable use guidelines for the personal computer and the Internet. The district will purchase Verizon Mobile Device Management through grant funding. The software overlay provides remote usage management and repair at a cost of $40 per student.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In our society, it is common to use handheld devices to communicate, access the Internet and share documents, pictures, and ideas. Unfortunately, when students enter school buildings, these abilities are limited to the interactive media of the campus. Each campus would like to move from sharing Computers on Wheels ("COWS") to a true 1:1 technology environment that would empower students to take information from lessons and explore content with their own professional learning communities, create new products and ideas together, and publish new learning.

Our district has utilized all available funds including Title I, State Compensatory Education, and Instructional Materials Allotment to purchase technology equipment.

- Elementary Campuses: Each teacher in the five EISD primary campuses has an interactive whiteboard in their classroom. In addition, each grade level has access to personal technologies on a mobile cart of Netbooks in 2nd grade, an iPad "COW" in 3rd grade, and a laptop "COW" in 4th grade. Teachers share the personal technologies to access digital lessons and resources.
- Secondary Campuses: Teachers in ELA and Mathematics have interactive whiteboards at EISD secondary campuses. Also, Powell Intermediate, Johnson 6th Grade Center, Baxter Jr. High School, and Everman High School each have a laptop "COW" at each grade level and Netbooks with probes for science.

In addition, two secondary grant programs have provided 1:1 technologies for science. Charles Baxter Junior High which serves all students grades 7-8 is involved in the Generation Hope Laptop program conducted by the Texas Alliance for Minorities in Engineering Program. In the past two years, EJH students have placed 1st and 3rd in the statewide STEM competition. The access to computers and related gains in academic achievement are not as evident at the high school campus. Everman High School received Technology Lending Program funding in 2012 to purchase 135 Android tablets with Microsoft Office productivity tools and wireless Internet capabilities.

Equipment from all funding sources will be used in a cohesive manner to ensure students have dedicated access to a technology device. For example, when the tablets were purchased for use during science classes at Everman High School, the existing technology devices were distributed to other subject areas. The "COW" which had been shared predominately by Science teachers due to the adoption of a digital textbook became available to Math and Social Studies classrooms. In addition, the Netbooks were placed in ELA classrooms since the science probes could now be used with the Android tablets.

If awarded a TLP grant, Johnson 6th Grade Center and Baxter Jr. High will also redistribute technology devices. Laptop "COWS" will become available to classrooms based on a priority ranking of subject area content developed through the grant initiative. However, since the 2014 TLP focuses on ELA/Writing and Social Studies, the Netbooks with probes will remain available for use in science classrooms. These teachers need the devices for use with the digital textbook.

The Technology Lending Leadership Team will work in the first three months of the grant award to develop a ranking system for checkout of the mobile laptop carts at each participating campus. Classrooms will be ranked based on three components – technology access, financial hardship, and academic achievement concerns. The classes with the highest ranking will have priority for checking out "COWS" for use in the classroom.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Everman ISD states: EISD, in partnership with parents and the community, will provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character and to achieve academic excellence and college readiness enabling them to compete in an ever-changing global community. The proposed TLP initiative supports the mission and our beliefs:

1. Educators hold high expectations for all students to achieve through academic support - The 1:1 computing initiative provides access to class content and differentiated instruction to improve academic achievement and technology literacy of all learners.

2. Everman ISD's culture of success depends on personal responsibility and accountability – The proposed program provides student access to a management program to organize assignments and view grades in real time.

3. Continuous improvement occurs through sustained professional learning, collaboration among all stakeholders and ongoing leadership development – The TLP engages students, teachers, and families in innovative programs of learning.

4. The District appreciates and embraces diversity and the resulting contributions to local and global communities – The TLP initiative provides personal technologies to our most at-risk learners. This will provide equitable learning resources for our students.

5. The District actively encourages participation from all stakeholders – The lending program includes an agreement from all family members and the school to use equipment and technology resources including the Internet responsibly. The ability to lend equipment and establishment of a shared mission between families and the school reinforces our belief that each person is a valuable participant in the education of each EISD student.

We are dedicated to successful implementation of the Technology Lending Program because it provides state-of-the-art tools to meet the goals and beliefs of Everman ISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220904	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EISD District Improvement Committee met with the Technology Lending Leadership Team to prioritize campuses with the highest need for a lending program. Members of the committees analyzed three components of campus level data to determine the campuses to receive the personal computers with Internet access:

1. Technology access (EISD Technology Survey) - The EISD Property Inventory Reports and 2012-15 Technology Plan were reviewed to determine student access to personal computers at each campus in the district. It was found elementary campuses have equitable equipment including Netbooks for each learner in 2nd grade, an iPad "COW" to be shared by 3rd grade, and a portable laptop cart or "COW" to be shared by in 4th grade. Secondary campuses are also equally equipped. Each has a mobile laptop cart for each grade level, as well as, Netbooks with sensors for science courses. In addition, the high school has personal computers for at-risk learners in science classes. The analysis ruled out the high school campus. However, all remaining elementary and secondary campuses were determined to be equally in need of 1:1 computing equipment.

2. Financial hardships – The committees analyzed Public Education Information Management System (PEIMS) data to determine the campus with the highest numbers of economically disadvantaged learners. It was determined that each Everman ISD campus hosts approximately 85-89% economically disadvantaged learners. There were no priority campuses identified based on financial need.

3. Academic achievement – The District Improvement Committee comprehensive needs analysis determined the grade levels and subject areas most in need of school improvement. A review of this report indicates the content areas of Writing and Social Studies in grade levels 6-8 should be targeted for academic improvement. The committee determined that students in Reading courses would benefit most from the integration of 1:1 technologies for several reasons:
   - ✓ Students who do not pass Writing, ELA, or Social Studies sections of STAAR in grades 6-8 are enrolled in a Reading elective to spend extended time on identified Student Expectations (SEs);
   - ✓ Reading curriculum includes Writing SEs and Social Studies content can be integrated as expository text;
   - ✓ Vertical teams at these grade levels have identified technology-based instructional resources for each targeted Student Expectation (SE); and
   - ✓ Teachers of Reading at the Johnson 6th Grade Center and Baxter Jr. High scored at the highest rating on each STaR chart component.

Once the grade level and content area focus for the 1:1 initiative had been determined, the committees focused on developing a ranking profile to serve students who would not otherwise have access to electronic instructional materials at school and at home. We determined the students who will receive the computers will be determined by a point ranking system that is based on prioritized student and family needs including:

1. Technology access – The number of households with computers and Internet access is determined each year based on the results of the EISD Parent Survey. Since 2012, the percentage of homes with technology devices and Internet access has been reported as 28-30% each year. Based on the survey, families without access are assigned 1 point.

2. Financial hardship – Families qualifying as economically disadvantaged based on eligibility for Free or Reduced Lunch are assigned 1 point.

3. Learning needs – Students failing to meet state standards on Writing, ELA, and/or Social Studies courses are assigned 1 point. In addition, students who are also classified as LEP receive 1 point.

Based on the point system, a ranking of students will be created by the Technology Lending Leadership Team with 3 points being the most eligible to receive a lending device. The librarian in charge of checking out devices will use the ranking to determine students eligible to receive a lending device.

Checkout Procedures have been approved by the School Board as part of the EISD Technology Lending Handbook. The procedures will be included in the Technology Lending Agreement signed by the student, parent or guardian, and campus principal. Use of a ranking system and a checkout procedure will ensure the students most in need of a personal device have access to lending technologies.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220904	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed lending program aligns with current curriculum, instruction, and classroom management policies at the Johnson 6th Grade Center and Baxter Jr. High School.

Curriculum and Instruction: EISD has adopted an all-digital, cloud based, English Language Arts (ELA) and Reading curriculum for students in grades 6-12. The use of the technology will empower teachers to present the information through interactive technology applications to engage students in learning and promote understanding. The program includes writers' workshops, media studies, and research units that holistically address the integrated nature of the Texas Essential Knowledge Skills (TEKS). Teachers can access online planning, instruction, assessment, and professional development resources with audio and video, hyperlinked vocabulary, and point-of-use links to review, practice, and enrich concepts and skills. Teachers can take advantage of access to online curriculum tools including lesson planning, links to state-specific resources, and professional development. Instruction is supported by online availability of printable selection and unit resources, electronic resources-Guide to English for Newcomers and Preparing for College and Career Success, and teaching transparencies and answer keys. The use of digital textbook resources accessible through portable iPad Minis will enable students to explore and learn on their own device in their own way. Each campus offers extended day tutorials for struggling learners. The use of digital textbooks accessed through the personal devices will empower students attending these courses to focus on content and skills presented during the class period and to use additional online resources include the interactive intervention applications Level Up and Online Remediation. The use of portable devices will also empower learners to use the technologies at home with their families to complete homework. Because the textbook has virtual learning examples and online teacher help, the families will have the resources to successfully complete assignments. Digital textbook curriculum and instruction has been integrated into the EISD TEKS Resource Guide. This online pacing guide enables teachers to view a scope and sequence for each six weeks. *Electronic Instructional Materials:* Each campus currently provides a Reading course for students who have not passed STAAR in Writing, ELA, and/or Social Studies. Electronic instructional materials accessed on personal devices will enable students to use and practice these skills on their own device anywhere at any time. Vertical teams in each subject area meet in the summer annually to identify technology based programs and online resources that address targeted Student Expectations (SEs). ELA, Reading, and Social Studies teachers have compiled a list to reinforce reading, analyzing, chronology, and inference skills. The list includes: Map It (Modern Day Topographic, Physical, and Political Maps and Historical Maps), Kahoot, Prezi, NearPod, History Channel's Second Screen, Disney's Presidents, President's Quizzer, U.S. Presidents Quotes, U.S. Citizenship Test, U.S. History Tap 'N Learn, The American Quiz, U.S. Historical Documents, U.S. States "Match 'Em", American Revolution Trivia Game "Time Challenge", Love Letters from the Civil War, History Channel Civil War App, and iQuiz for Civil War. Each electronic resource has been selected to enable teachers to provide differentiated instruction in an interactive or game-like fashion. Use of technology based instructional materials will not only improve mastery of ELA, Reading, Writing, and Social Studies TEKS, but using technology to develop concepts, apply skills, create their own products, and share ideas will also improve student Technology Application Skills.

Classroom Management Policies: In EISD, we believe that character counts. Each participating campus covers classroom expectations and procedures early in the school year. Reading teachers will include Technology Lending Program policies and procedures in the discussions. Students eligible to "borrow" an iPad Mini will be required to attend a TLP Meeting with their families. Each student and family will be introduced to the EISD Personal Technology Handbook and sign the EISD Technology Loan Agreement before they will become eligible to check out a personal computer. Students will be responsible for the care of the computer they borrow from the EISD. During the meeting, families will be introduced to the Terms of Use that will include information concerning the responsibility of the student to pay reasonable costs of repair (or fair market value) if the computer is damaged, lost, or stolen. Because one of our district's core beliefs is "Everman ISD's culture of success depends on personal responsibility and accountability", the TLP expectations, procedures, and policies for responsible use of a personal device fit perfectly into our existing classroom management policies.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220904	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

6th, 7th, and 8th grade Reading teachers will integrate the use of digital textbooks and electronic instructional materials to improve academic achievement for high need learners.

Foundational Curriculum and Grade Levels Selected: A comprehensive needs assessment conducted by the EISD District Improvement Committee (DIC) in 2013 indicated students are not meeting state requirements during secondary school in the foundational subject areas of Writing and Social Studies. To determine priorities for school improvement, the committee examined graduation requirements for the Texas Foundation High School Plan. In 2015, students must pass 4 rigorous English Language Arts (ELA) courses and 2 ELA End-of-Course exams that include Writing. In addition, in the content area of Social Studies, students must pass 4 courses and 2 End-of-Course exams. To prepare students to take and pass rigorous high school graduation requirements in these foundational subjects, the committee targeted improvement of student achievement in Writing and Social Studies in grade levels 6-8. Once the subject area and grade levels were identified, the Campus Improvement Committees from the Johnson 6th Grade Center and Baxter Jr. High School met together to outline a plan for providing intervention instruction. The teams focused on providing extended learning time and resources for students. Students, who do not pass ELA portions of STAAR, are enrolled in a Reading elective. Through data analysis, the committee realized students who did not pass the ELA exam, did not pass the Social Studies exam. The ability to read the text and use critical thinking skills to respond to questions is a key indicator of success for both assessments. For this reason, the committee recommended focusing on the Reading course to provide extended time for students to master ELA, Writing and Social Studies content and skills.

Classroom Instruction: The Reading teacher will be responsible for integration of targeted Student Expectations (SEs) into lessons. In the classroom, the use of personal technologies with productivity software and Internet access will enable students to explore concepts and skills. Through interactive lessons, learners will be encouraged to use textbook and online resources to practice and apply facts to understand text, formulate new ideas, communicate and justify procedures, and defend the reasonableness of their answers.

Intervention Instruction: Grade level Professional Learning Communities at each campus use technology based software to administer benchmarks, identify struggling students, analyze student needs, and prescribe instruction in targeted foundational content areas of Writing and Social Studies. Based on the information, Student Expectations (SEs) are identified for each student. The district has purchased online electronic instructional programs to provide differentiated instruction to support learning of the SE and to monitor student progress. The iPad Mini will be used to access these learning programs at school during intervention classes. The teachers will use customized reports to track and measure student progress and assign activities in the application.

At-Home Instruction: 135 students enrolled in Reading classes who have no computer or Internet access at home will take the computers home on a daily basis. Students will be able to access all digital textbook resources, as well as, intervention programs, and online learning resources. This will enable students to work with their parents (or guardian) to access learning, tutorials, and online help. Using the personal iPad Mini, the families will be able to work together to complete homework assignments, and communicate with the school.

Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development on the topics of computer use, software application resources, and technology integration are important to the success of the Technology Lending Program. Computer Use and Internet Access: Teachers, students and families will have technical support on use of the iPad Mini provided by the Technology Coordinator during the firsts month of the project. Teachers will attend training after school. Students and families will attend training as part of the required TLP meeting that will be held for students who check out a device. Topics of training will include: responsible use, maintenance, the user interface, accessing and working with apps and documents, working with note taking applications, using the iPad communication tools - Mail, Calendar, Contacts, Skype, Connect, and Facetime. In addition, Apple provides online support for questions that may arise during home use of the iPad Mini. Because the program provides Internet access to the iPad through the use of a MiFi device to families with no residential Internet service, the Technology Coordinator will model use of the equipment at the meeting. The Internet Service Provider, Verizon, will provide support to families throughout the project period. The support will be available through phone, webinar, and email. Electronic Textbook and Application Resources: Vendor consultants presented training in use of the digital textbook system when the program was adopted. The trainers presented technology use, program components, and instructional best practices to engage students. The regional consultant will return to EISD during the first three months of the grant period to work with EISD to fully implement the program in a 1:1 technology environment. Technology Integration: Teachers will have training in the form of modeling and coaching at each campus. Our district will pay a teacher at each participating campus a stipend to provide support to colleagues in effective teaching and presenting Skills with your iPad. In addition, the District Instructional Technologist will visit each campus once a week to support the teachers in implementing the 1:1 computing initiative.All professional development will be conducted at no charge to the TLP grant.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EISD assures that infrastructure and technical support are adequate to support students' use of devices provided through the grant at the Johnson 6th Grade Center and Baxter Jr. High School. Existing Infrastructure: The 2012-15 Technology Plan states: "All students and educators will have access to a comprehensive infrastructure for learning when and where they need it." EISD campuses have met this goal: (1) Broadband access to the Internet and adequate wireless connectivity is available in each classroom; (2) A TLP Leadership Team has been established to expand the capacity for implementing the 1:1 computing model; (3) Each student and educator has at least one Internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration in the classroom; (4) Everman ISD open educational resources, iCore and Cloud Learning, are available online to promote innovative and creative opportunities for all learners and to accelerate the development and adoption of new tools and ideas; (5) Educational Learning applications have been purchased through a variety of funding sources to support targeted content area curriculum and instruction; and (6) The Texas Data System GPS Dashboard is available in real time at each teacher's desktop computer to enable collecting, sharing, and analyzing data to improve decision making. Planned technical support will support students' use of the devices provided through the grant. The EISD Technology Department provides comprehensive training and maintenance services for the district. Under the supervision of the Technology Coordinator, EISD technicians will install client, network, and Internet programs; productivity software; and educational applications. The technicians will also provide maintenance and repair for the iPad Mini. When a problem arises, the technology staff will be able to remotely diagnose, troubleshoot, and in some cases repair many common issues using the Verizon Device Management Program. When remote support is not feasible, the Technology Department will provide onsite PC support based on work orders. The student's science teacher will be responsible to turn in a work order during the first semester of the project. During that time, the Technology Coordinator will work with the TLP Leadership to develop a plan for student-created work orders submitted through the online Help Desk. Experience gained from the original 1:1 initiative will enable our Technology Department to support student, parent, and teacher use of devices efficiently to ensure all participants successfully access digital learning resources.

Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the Technology Lending Program, 135 iPad Mini will be purchased to provide personal computing capabilities to at-risk learners at school and at home. Each device will be ordered with wireless capability. Everman ISD uses Verizon as an Internet Service Provider (ISP) for residential Internet service. The district will purchase a plan that includes Internet access and a wireless 4G LTE mobile MiFi. The MiFi mobile "hotspot" will enable the student to connect the iPad Mini to the Internet from any location that can access the Verizon phone network. The Internet service will be established by the district and the contract will be linked to the iPad Mini, not the residence of the student. The service will be eligible for cancellation at any time without penalty due to the State of Texas Mobility agreement. This will be important in cases of misuse of Internet resources by the student or family as outlined in the EISD Responsible Use Policy. A Mobile Device Management application overlay will be purchased with each data plan to provide remote management and repair of the iPad Mini device using the Internet connection.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support will be provided to ensure all participants can use devices successfully. The Technology Coordinator will provide training during the TLP Meeting in November of 2014. The educator will introduce the iPad Mini and explain the use of the device, present an overview of productivity and educational applications and model accessing the programs, and explain residential Internet access and the equipment used to create a "hotspot" of service. Additional support will be provided on a daily basis:

<u>Productivity Programs and Educational Applications</u>: EISD will pay a stipend to a campus educator to support teachers and students in using the productivity and educational programs during the school year. In addition, the EISD Instructional Technologist will provide participants with resources for support including online webinars and tutorials to ensure teachers can effectively teach and present lessons and students can successfully access and use applications.

<u>Personal Devices</u>: The EISD Technology Department provides comprehensive break-fix and maintenance services for the district. When a problem arises, the technicians will be able to remotely diagnose, troubleshoot, and in some cases repair many common issues using the Verizon Device Management Program. When remote support is not feasible, the Technology Department will provide onsite PC support based on work orders submitted by teachers through the online Help Desk. The student's Reading teacher will be responsible to turn in a work order. In addition to maintenance and repair services, the EISD technicians will install, maintain, and adjusts devices as necessary, and to install client configurations for new and existing software applications.

<u>Internet Service</u>: Verizon, the Internet Service Provider, will provide support for using the MiFi device to access the Internet and for troubleshooting Internet accessibility problems. The support will be provided to families 24/7 through phone calls or online blogs, forums, and webinars.

Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Project (TLP) will be implemented at Johnson 6th Grade Center and Baxter Jr. High School. TLP will provide 135 iPad Minis for use by all students in 6th through 8th grade Reading classes (5 classes each instructional period of the school day). The campuses will loan the computers to 135 students enrolled in the classes who have no computer or Internet access at home. The schools presently have a Computer on Wheels ("COW") for use by classes. The "COW" will be shared by students in ELA and Social Studies classes which represents half as many classes using the personal computers. Digital textbooks have been adopted by the district in grades 6-12. The electronic curriculum will be used at no cost to the grant program. Vendor consultants will present training in use of the digital curriculum and and resources upon distribution of the iPad Mini. The consultant will provide additional training to students, parents, and teachers in use of the program on personal computers during the first three months of the project. Grant funding will not be used for professional development as specified in TLP Guidelines.

Check-out and Check-in process: EISD will retain ownership of TLP computers. The EISD library database system will be used to automate the check-in and check-out process. Each student and family receiving a personal device will read the EISD Personal Technology Handbook and sign the EISD Technology Loan Agreement before they become eligible to receive a personal computer. The library system will manage student information, computer serial numbers, and information about the condition of the computer from the formal loan document. Each computer will be checked out using a barcode system. The library database program will electronically keep track of check-out, circulation, and check-in. The system will also manage fines transactions assigned by the Technology Coordinator as specified in Personal Technology Handbook. Use of the library system has many advantages beyond Check-in and Check-out transactions. The TLP Leadership Team will be able to track computer loans, organize records, review fines, and send students electronic reminders concerning technology updates, check-in procedures, etc.

Coordination of Equipment Check-out: Personal Computers will be purchased, loaded, and loaned in October and November of 2014. The 135 students who will receive the computers will be determined by a ranking system that is based on prioritized family needs including technology access (EISD Technology Survey), financial hardship (Free and Reduced Lunch eligibility), and learning needs (LEP, Special Education eligibility). Decisions concerning the students who will receive computers will be made at the beginning of the year based on the ranking system. The "COW" computers will be available for other students who need a computer for use at home due to a temporary situation. The "COW" devices will be barcoded and loaned using the library database system. However, the data will be stored in separate files. EISD students developed a handbook during the original grant program, "Use and Sharing of Technology" to provide proactive guidelines for peer use of personal computers.

Care of the Equipment: Students will be responsible for the care of the computer they borrow from EISD. Our district worked with Education Service Center Region X during the 2012 TLP grant period to develop an EISD Personal Technology Handbook that includes Responsible Use and Terms of Use. The documents include information concerning the responsibility of the student to pay reasonable costs of repair (or fair market value) if the computer is damaged, lost, or stolen.

- ✓ Damage –EISD will purchase the Verizon Device Management program for each computer on loan from the district to enable remote user management and repair. Routine maintenance and software updates will be conducted by the Technology Department. When a device is damaged due to inappropriate use, the Fee Schedule for Repairs in the Handbook will be used to determine pricing for repairs. Fees, fines and payment information will be recorded in the library database system. Seniors will be responsible for clearing all records and paying all fees before participating in graduation ceremonies.
- ✓ Lost or Stolen - In addition, the "Terms of Use" section of the handbook will include a provision that states students must report the loss or theft of the property by the next school day after the occurrence. This will allow EISD to process insurance claims appropriately.
- ✓ Students and their parent or guardian will be required to sign the EISD Technology Loan Agreement before they can become eligible to receive a personal computer.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220904	Amendment # (for amendments only):

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology devices loaned to students through the TLP are property of the district. The district will account for the technology lending equipment in accordance with Taft ISD School District policy. Each device will be given a serial number and will be accounted for as technology equipment in EISD Inventory. The district will purchase insurance for each device through the Technology Lending Program budget. When a laptop is loaned to a student, the serial number, student ID number, condition of the laptop, and date will be recorded in the electronic Destiny database system. The devices will be in good working condition and it will be the responsibility of the student recipient to care for the equipment and ensure that it is retained in a safe environment as stated in the lending agreement. EISD will purchase remote maintenance software through the Internet Service Provider which will be installed on each computer. Users will be responsible for the responsible use of the TLP device as specified in the Technology Loan Agreement. The document includes a fee schedule for repairs or replacement which will be enforced when users do not conform to terms of the loan.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EISD worked with the ESC Region X to review existing technology loan agreements from school districts in Texas and create the EISD Technology Lending Agreement in 2012. The document created meets local school board policy and has been approved by the EISD Board of Trustees. Sections of the document include:

  a. Personal Information of the Recipient - the student name, grade, parent name, home address and two phone numbers.
  b. Device Information – the type of device, serial number, barcode number (Checkout System)
  c. Condition of the Equipment – condition at time of loan, condition at time of return including any repairs required
  d. Responsible Use of Lending Device – explanation of the ownership of the device (EISD) and the appropriate use of the device during the project period.
  e. Responsible Use of EISD Digital Resources – EISD Acceptable Use Policy guidelines regarding use of the district's digital resources and responsible use of the Internet will be stated and referenced.
  f. Signatures – student signature with grade and date, parent signature with phone number and date, and principal signature with date.

This year, the handbook will be revised to include campus principal verification that the student has mastered the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). The student and their family will be responsible for the safe use of the iPad Mini. EISD will <u>require</u> students and parents (or guardians), and the campus principal to attend a Technology Lending Program meeting to review and sign the Technology Lending Agreement before devices will be loaned.

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